Success in the World of Teaching and Training Services

Career Pathway

GUIDE

AMERICAN SAMOA
DEPARTMENT OF EDUCATION

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EDUCATION & TRAINING CAREER PATHWAY GUIDE

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What is a Career Pathway?

Career Pathways are used to cluster a number of careers and occupations that occur within a broadly defined area which helps to focus the curriculum and career-related learning experiences of the Career Contents within each pathway. Pathways adopted by the Department of Education in American Samoa are:

- Science, Technology, Engineering and Mathematics (STEM)
- Agriculture, Food & Natural Resources
- Business, Management & Technology
- Health Science
- Human Services
- Arts, Audio/Video Technology and Communication
- Education and Training
- Transportation, Distribution & Logistics

What is the Career and Technology Education (CTE) Plan

- It is a plan to motivate students to participate in activities that will lead to graduation with a high school diploma; an industry recognized credential and/or prepared to enter post-secondary education in a related degree program.
- It is a career-oriented system of programs with the direct involvement of local employers to provide students with a major step towards the skills employers need.
- It prepares students academically and vocationally for either entrance to college or careers in a selected field or both.
- It is a partnership among the high school, community college, local employers, and the American Samoa Department of Education.
The Plan ….

- Involves a close working partnership between the high school and local businesses.
- Focuses on the concept that all students select a Career Pathway upon which to focus their studies while in high school.
- All students are enrolled in classes with integrated curriculum from 1st through 12th.
- Elementary teachers have resources and lessons to begin career awareness and career development through the career guidance and counseling programs.
- Orient students towards graduation and receiving a fully credited diploma.
- Develops workplace skills used and needed by local employers.
- Includes a mentor program, with each student matched to a volunteer from the local community who is committed to spending two to four hours a month with the student.
- Places students in summer jobs with local employers following the 11th grade, provided that summer school is not required to meet graduation requirements.
- Includes workplace learning during the last half of the 12th grade.
- Provides additional motivational activities with local community and business involvement.

Examples of Content within Career Pathways

Within each of the career pathways there may be two (2) or more career content areas that relate the student’s learning to the knowledge and skills required to become successful in that field and to prepare them to continue their education in community college, college or university, or at the work-site. These areas are often organized into Career Pathways and the following are examples of possible content within a pathway:

- **Agriculture, Food & Natural Resources**
  - **Pathways and Career Contents**
    - Food Products and Processing Systems
    - Plant Systems
    - Animal Systems
    - Power, Structural & Technical Systems
    - Natural Resources Systems
    - Environmental Service Systems
    - Agribusiness Systems

- **Architecture & Construction**
  - **Pathways and Career Contents**
    - Design/Pre-Construction
    - Construction
    - Maintenance/Operations

- **Arts, Audio/Video Technology & Communications**
  - **Pathways and Career Contents**
    - Audio/Video Technology & Film
    - Printing Technology
    - Visual Arts
    - Performing Arts
    - Journalism/Broadcasting
    - Telecommunications
➢ Business Management & Administration
  o Pathways and Career Contents
    ▪ General Management
    ▪ Business Information Management
    ▪ Human Resources Management
    ▪ Operations Management
    ▪ Administrative Support

➢ Education and Training
  o Pathways and Career Contents
    ▪ Administration and Administrative Support
    ▪ Professional Support Services
    ▪ Teaching & Training

➢ Finance
  o Pathways and Career Contents
    ▪ Banking and Related Services
    ▪ Business Financial Management
    ▪ Financial and Investment Planning
    ▪ Insurance Services

➢ Government & Public Administration
  o Pathways and Career Contents
    ▪ Governance
    ▪ National Security
    ▪ Foreign Service Planning
    ▪ Revenue & Taxation Regulation
    ▪ Public Mgm/Adm.

➢ Health Science
  o Pathways and Career Contents
    ▪ Therapeutic Services
    ▪ Diagnostic Services
    ▪ Health Informatics
    ▪ Support Services
    ▪ Biotechnology Research/Development

➢ Hospitality & Tourism
  o Pathways and Career Contents
    ▪ Restaurants and Food/Beverage Services
    ▪ Lodging
    ▪ Travel & Tourism
    ▪ Recreation, Amusements & Attractions

➢ Human Services
  o Pathways and Career Contents
    ▪ Early Childhood Development & Services
    ▪ Counseling & Mental Health Services
    ▪ Family & Community Services
    ▪ Personal Care Services
    ▪ Consumer Services

➢ Information Technology
  o Pathways and Career Contents
    ▪ Network Systems
    ▪ Inf. Support & Services
    ▪ Web & Digital Communication
    ▪ Programming/Software Dev.
- **Law, Public Safety, Corrections & Security**
  - **Pathways and Career Contents**
    - Correction Services
    - Emergency/Fire Mgmt. Services
    - Security & Protective Services
    - Law Enforcement Service
    - Legal Services

- **Manufacturing**
  - **Pathways and Career Contents**
    - Production
    - Maintenance, Installation & Repair
    - Quality Assurance
    - Logistics & Inventory Control
    - Health, Safety/Environmental Assurance

- **Marketing, Sales and Service**
  - **Pathways and Career Contents**
    - Marketing Management
    - Professional Sales
    - Merchandising
    - Mkt. Communications
    - Marketing Research

- **Science, Technology, Engineering and Mathematics (STEM)**
  - **Pathways and Career Contents**
    - Engineering and Technology
    - Science and Math

- **Transportation, Distribution & Logistics**
  - **Pathways and Career Contents**
    - Transportation Operations
    - Logistics Planning/Mgmt. Services
    - Warehousing/Dist. Ctr. Operations
    - Facility/Mobile Equipt. Maintenance
    - Transportation Systems/Infrastructure Plng., Mgmt.
    - Health, Safety/Env. Mgmt.
    - Sales/Service

Within each content area required courses and electives are identified that must be completed prior to graduation from high school with specific skills that must be demonstrated for certification in that area or pathway. Career related learning experiences occur within each pathway that connects the student’s learning to the real world. By the senior year in high school, work experiences in the community related to the student’s career choice may take as much as one-half of the school day depending upon the student’s individual career goal plans.

Preparation for entry into the next level of education or directly into the workplace is met within the framework of the career pathway and individualized for each student depending upon his or her aspirations and goals.
Cluster Definition

Jobs in the education and training career cluster involve planning, managing, and providing education and training services, and related learning support services, including assessment and library and information services.

Career Pathways in Education and Training

A career pathway is an area of concentration within a career cluster. Each pathway contains a group of careers requiring similar academic and technical skills as well as similar industry certifications or postsecondary education. The education and training career cluster has four pathways: support services, teaching/training, child care and teacher aides, and education administration and administrative support.

- **Support Services**
  This pathway includes all of the services, other than teaching, that are essential for students to succeed, including the occupations of psychologist, social worker, parent educator, counselor, speech-language pathologist, and audiologist.

- **Teaching/Training**
  This pathway includes all the jobs teaching or training students in settings from preschool to business conference rooms. Jobs include teachers (of all types and at all education levels), teacher aides, human resources trainers, physical trainers, and coaches.

- **Child Care and Teacher Aides**
  This pathway includes the people who care for young children in day care centers and classrooms, including child care directors, child care workers, child life specialists, nannies, and early childhood teachers.

- **Education Administration and Administrative Support**
  Workers in this pathway keep schools functioning by performing a wide range of administrative duties. Jobs include superintendent, principal, and school administrator; instructional coordinator, education researcher, college president, curriculum developer, and instructional media designer.

### Education and Training Career Pathways

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Code</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Administrative Support</td>
<td>11-9039.01</td>
<td>Distance Learning Coordinators</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>11-9032.00</td>
<td>Education Administrators, Elementary and Secondary School</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>11-9033.00</td>
<td>Education Administrators, Postsecondary</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>11-9031.00</td>
<td>Education Administrators, Preschool and Child Care Center/Program</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>11-9039.02</td>
<td>Fitness and Wellness Coordinators</td>
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<tr>
<td>Career Pathway</td>
<td>Code</td>
<td>Occupation</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>25-9031.00</td>
<td>Instructional Coordinators</td>
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<td>Administration and Administrative Support</td>
<td>13-1041.07</td>
<td>Regulatory Affairs Specialists</td>
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<tr>
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<td>25-9011.00</td>
<td>Audio-Visual Collections Specialists</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td>19-3031.00</td>
<td>Clinical, Counseling, and School Psychologists</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td>21-1012.00</td>
<td>Educational, Vocational, and School Counselors</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td>25-9031.01</td>
<td>Instructional Designers and Technologists</td>
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<td>Professional Support Services</td>
<td>25-4021.00</td>
<td>Librarians</td>
</tr>
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<td>Library Technicians</td>
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<td>School Psychologists</td>
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<td>25-3099.01</td>
<td>Adaptive Physical Education Specialists</td>
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<td>Teaching/Training</td>
<td>25-3011.00</td>
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<td>Anthropology and Archeology Teachers, Postsecondary</td>
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<td>Area, Ethnic, and Cultural Studies Teachers, Postsecondary</td>
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<td>25-1051.00</td>
<td>Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary</td>
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<td>25-1021.00</td>
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<td>25-4012.00</td>
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<td>Environmental Science Teachers, Postsecondary</td>
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<td>Health Specialties Teachers, Postsecondary</td>
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<td>Occupation</td>
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<tr>
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</tr>
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<td>Middle School Teachers, Except Special and Vocational Education</td>
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<td>Nursing Instructors and Teachers, Postsecondary</td>
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<td>25-9041.00</td>
<td>Teacher Assistants</td>
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<td>Teaching/Training</td>
<td>25-3099.00</td>
<td>Teachers and Instructors, All Other</td>
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<td>25-3099.02</td>
<td>Tutors</td>
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<td>25-2023.00</td>
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<td>25-2032.00</td>
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</table>

**GOING GREEN**

Green occupations will likely change as a result of the green economy. Green economy activities and technologies are increasing the demand for occupations, shaping the work and worker requirements needed for occupational performance, or generating new and emerging occupations. It is important to note that some areas cross over to related clusters.
**EDUCATION AND TRAINING PATHWAY: TEACHING/TRAINING**

This plan of study can serve as a guide, along with other career planning materials, as learners work to achieve their career goals. Courses listed within this plan are options for recommended coursework. The learner’s plan should be individualized to meet his/her educational and career goals. This plan should also be customized with the educational institution’s specific course titles and meet college ready/work ready requirements. Educational levels to be considered (check all that apply): ___

On-the-job training ___ Apprenticeship ___ Military Training ___ Certificate/License ___ Paraprofessional ___ Associate Degree ___ Bachelor Degree ___ Professional Degree

### SAMPLE OCCUPATIONS

- Occupations Requiring More than Baccalaureate Degree
  - Clinical Psychologist
  - College Dean
  - College/University Faculty

- Occupations Requiring Baccalaureate Degree
  - Career Tech Teacher
  - Child Care Director
  - Child Life Specialist
  - Coach
  - College/University Faculty
  - Early Childhood Teacher

- Occupations Requiring Less than Baccalaureate Degree
  - Child Care Worker
  - Early Childhood Aide
  - Teacher Aide
  - Group Worker and Assistant
  - Nanny

### Notes
- Interest Inventory Administered and Interpreted. Tentative Plan of Study Initiated for all learners.
- Cooperative Alliance courses may be listed here.
- **NOTE**: Cooperative Education (CTE) Majors *Italicized majors to additional course information.*
- Additional courses to support career goal:
  - Marriage and Family Life
  - Parenting & Child Development
  - Psychology

### High School / Technology Center

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies/Sciences</th>
<th>Career and Technology Education (CTE) Majors</th>
<th>Other Elective and Required Courses</th>
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<tr>
<td>9</td>
<td>English/LA I</td>
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<tr>
<td>10</td>
<td>English/LA II</td>
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<td>English/LA IV</td>
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### College/University

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<th>Post Secondary</th>
<th>Academic/Career Advisement Provided</th>
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<th>-English Comp I</th>
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<tr>
<td></td>
<td></td>
<td>-</td>
<td>-College Algebra</td>
</tr>
<tr>
<td>14</td>
<td>Continuing courses in your area of specialization</td>
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<td>-Biological Science</td>
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<td>-</td>
<td>-Psychology -American History</td>
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<td>15</td>
<td>Complete Teaching/Training Major (4-year degree program)</td>
<td>-</td>
<td>-Introduction to Education</td>
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<td>16</td>
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<td>-</td>
<td>-Teaching/Training</td>
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</tbody>
</table>

### Opportunities for Experience/Training

- ___Career and Technology Education student organization
- ___Internship/work study
- ___Job shadowing
- ___Mentorship
- ___Part-time employment
- ___Volunteer work in charitable/community organizations
- ___Work based/work site learning

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**Dates:**
- Freshman review
- Sophomore review
- Junior Review
- Senior Review
- Grade 13 review
- Grade 14 review

Sample plan adapted from States’ Career Clusters Initiatives Pathway Plans of Study

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Education & Training Cluster & Pathway
**Plan of Study**

**Cluster:** Education & Training  
**Pathway:** Teaching/Training

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th>English/ Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies/ Science</th>
<th>Other Required Courses Recommended Electives Learner Activities</th>
<th>Recommended Career and Technical Courses</th>
<th>SAMPLE – Occupations Relating to This Pathway:</th>
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<tbody>
<tr>
<td>MIDDLE</td>
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<td>Earth Sciences</td>
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<td>Economics &amp; Personal Finance</td>
<td>Parenting</td>
<td>Early Childhood Teacher</td>
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<td>10 English</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History/ Geography</td>
<td>Health &amp; PE (2 years)</td>
<td>Introduction to Early Childhood Education</td>
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<td>11 English</td>
<td>Algebra II</td>
<td>Chemistry</td>
<td>US/Samoan History</td>
<td>Foreign Language (3 years)</td>
<td>Other Electives to Complement Pathway (Core Academic and CTE): Early Childhood Education I</td>
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<td>12 English</td>
<td>Trigonometry/ Advanced Algebra</td>
<td>Physics (or Principles of Technology I and II)</td>
<td>US/Samoan Government</td>
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<td>Leadership Development</td>
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</tbody>
</table>

**Graduation Requirements:**

- Early Childhood Teacher
- Child Care Director
- Human Resource Trainer
- Elementary School Teacher
- Middle School Teacher
- High School Teacher
- College/University Faculty

**High school courses in the pathway offered locally for college credit should be coded:** DE (Dual Enrollment) and/or VC (Validated Credit)

**List related certifications/credentials approved by DOE and offered locally:**

| Additional Learning Opportunities: |
| CTSO Organization(s): DECA FBLA FCCLA FFA |
| Work-Based Learning: |
| Career Research Cooperative Education Internship |
| Job Shadowing Service Learning Project Mentorship |

**Postsecondary:** Placement Assessments such as COMPASS & SAT II

**SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY**

Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

<table>
<thead>
<tr>
<th>POSTSECONDARY</th>
<th>Pathway</th>
<th>Associate Degree, College Certificate, or Apprenticeship</th>
<th>Bachelors Degree</th>
<th>Postgraduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Training</td>
<td>Education – AS &amp; ASA (Transfer) General Studies – AS &amp; ASA (Transfer) Arts &amp; Sciences – ASA (Transfer)</td>
<td>(Determined Locally)</td>
<td>(Determined Locally – Optional)</td>
<td></td>
</tr>
</tbody>
</table>
Plan of Study

Cluster: Education & Training  Pathway: Professional Support Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies/Science</th>
<th>Other Required Courses</th>
<th>Recommended Career and Technical Courses</th>
<th>SAMPLE – Occupations Relating to This Pathway:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FACS 11 Exploratory, Independent Living</td>
</tr>
</tbody>
</table>

Career Assessment: Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (Virginia’s Career Planning System or other assessment product).

<table>
<thead>
<tr>
<th>SECONDARY</th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>English</td>
<td>Algebra I</td>
<td>Earth Sciences</td>
<td>World History/Geography</td>
<td>Economics &amp; Personal Finance</td>
<td>Life Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History/Geography</td>
<td>Health &amp; PE (2 years)</td>
<td>Individual Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English</td>
<td>Algebra II</td>
<td>Chemistry</td>
<td>US/Samoan History</td>
<td>Foreign Language (3 years)</td>
<td>Parenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English</td>
<td>Trigonometry/Advanced Algebra</td>
<td>Physics (or Principles of Technology I and II)</td>
<td>US/Samoan Government</td>
<td>Other Electives to Complement Pathway (Core Academic and CTE):</td>
<td>Leadership Development</td>
<td></td>
</tr>
</tbody>
</table>

High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

List related certifications/credentials approved by DOE and offered locally:

<table>
<thead>
<tr>
<th>Additional Learning Opportunities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTSO Organization(s):</td>
</tr>
<tr>
<td>DECA</td>
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<tr>
<td>FBLA</td>
</tr>
<tr>
<td>FCCLA</td>
</tr>
<tr>
<td>FFA</td>
</tr>
<tr>
<td>TSA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work-Based Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Research</td>
</tr>
<tr>
<td>Job Shadowing</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td>Student Apprenticeship</td>
</tr>
</tbody>
</table>

Postsecondary: Placement Assessments such as COMPASS & SAT II

<table>
<thead>
<tr>
<th>College Entrance Exams such as ACT &amp; SAT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>POSTSECONDARY</th>
<th>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway</td>
<td>Associate Degree, College Certificate, or Apprenticeship</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td>Paraprofessional Education – AAS Education – AS (Transfer) General Studies – AS (Transfer)</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>Postgraduate Degree</td>
</tr>
<tr>
<td>(Determined Locally)</td>
<td>(Determined Locally – Optional)</td>
</tr>
</tbody>
</table>

Education & Training Cluster & Pathway
Plan of Study

Cluster: Education & Training  Pathway: Administration and Administrative Support

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

### Graduation Requirements

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>GRADE</th>
<th>English/ Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies/ Science</th>
<th>Other Required Courses Recommended Electives Learner Activities</th>
<th>Recommended Career and Technical Courses</th>
<th>SAMPLE – Occupations Relating to This Pathway:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDLE</td>
<td>7</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>● Administrator</td>
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<td></td>
<td>● Assessment Specialist</td>
</tr>
<tr>
<td>SECUNDARY</td>
<td>9</td>
<td>English</td>
<td>Algebra I</td>
<td>Earth Sciences</td>
<td>World History/ Geography</td>
<td>Economics &amp; Personal Finance</td>
<td>Life Planning</td>
<td>● Career Tech Administrator</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>English</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History/ Geography</td>
<td>Health &amp; PE (2 years)</td>
<td>Individual Development</td>
<td>● College Dean</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English</td>
<td>Algebra II</td>
<td>Chemistry</td>
<td>US/Samoan History</td>
<td>Foreign Language (3 years)</td>
<td>Parenting</td>
<td>● College President</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English</td>
<td>Trigonometry/ Advanced Algebra</td>
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<td>US/Samoan Government</td>
<td>Other Electives to Complement Pathway (Core Academic and CTE):</td>
<td>Leadership Development</td>
<td>● Curriculum Developer</td>
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<td></td>
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<td></td>
<td>● Education Researcher</td>
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<td></td>
<td>● Instructional Media Designer</td>
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<td></td>
<td></td>
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<td></td>
<td>● Superintendent</td>
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<td></td>
<td></td>
<td></td>
<td>● Supervisor and Instructional Coordinator</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>● Test and Measurement Specialist</td>
</tr>
</tbody>
</table>

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<td>FEA</td>
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<td>Work-Based Learning:</td>
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<td>---------------------</td>
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<td></td>
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<th>Pathway</th>
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<th>Bachelors Degree</th>
<th>Postgraduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education – AS &amp; ASA (Transfer)</td>
<td>General Studies – AS &amp; ASA (Transfer)</td>
<td>Arts &amp; Sciences – ASA (Transfer)</td>
</tr>
</tbody>
</table>
COMPONENTS OF THE EDUCATION & TRAINING CAREER PATHWAY

The Education & Training Career Pathway System is a competency-based vocational program in which tasks with occupational similarity are grouped into a core, and where the student, after mastering the core tasks, moves into progressively more specific and/or advanced areas of instruction. A career pathway consists of two or more vocational education programs and interrelated learning experiences that prepare the individual to enter into employment in a number of occupations which have sufficient commonalities.

The clustering of vocational-technical education programs into career pathways provide the needed degree of flexibility and transferability required in a changing work environment. The needs of business, industry, students and education will best be served by programs that provide meaningful experiences at the secondary level and that provide the foundation for a broad range of employment or further education and training opportunities.

Educating students in American Samoa has primarily taken place through a traditional program delivery approach. However, education in American Samoa is experiencing rapid change. The emerging occupations and the technological advances dictate the need for change from this traditional program delivery approach to one that is more flexible and adaptable to the needs of business, industry, and students. Therefore, any school reform effort must encourage quality, excellence and accountability.

The Education & Training Career Pathway program provides a broad foundation of applied and transferable basic skills plus occupationally specific technical skills required to function in an increasingly complex and highly technological society and workplace.

The new program direction will require modification in the role of the content to include

- A balanced program that develops broad, transferable skills as well as job-specific skills,
- A flexible delivery system that is in a competency-based format with measurable outcomes,
- A career guidance system that provides an individualized training plan for students that is based upon an analysis of individual strengths and interests,
- A comprehensive certification system centered around job titles that is developed in order to ensure that minimum program standards are met, and
- Equipment, facilities and supplies used in the program that are representative of the current technology and application of the communities.

The following are the individual components that comprise a Career and Technology Plan. The Guide describes each component in detail as the Education & Training Career Pathway system implements the pathway system components and structure. The components are:

I. Vision, Mission and Goals of the Career Pathway System
II. Core Academic Courses & Competencies
III. Integrated Core Curriculum Development
I. VISION, MISSION AND GOALS

Career and Education Educational Systems thrive when the educators have a clear vision and focus on helping students reach their goals. The vision and goals should be developed with input from all educators, students, parents, and business partners.

***The following is a sample of a vision and mission statement that will be replaced in this guide by one developed by the Education & Training Committee

Education & Training careers provide child and adult protection, and assistance with basic living needs and are committed to deliver quality educational services.

VISION - A Safe and Independent Community with Free Education

MISSION - To prepare all students academically, technologically, culturally, and socially to attain their full potential as contributing members of society through a cooperative and collaborative effort by students, educators, employers, families and the community at large.

The careers in this field are committed to providing education and training in a safe environment to Promote Independence and Self-sufficiency

The Program Goals are:
- Connect learning with earning—students who understand the relationship between learning and career skills are more likely to make a successful transition from school to career.
- Develop a common vision for all partners—both educators and business partners work together to provide the workforce needed for the future.
- Demand high expectations for all students—standards and the criteria to meet those standards are established for all students.

The Student Goals are:
- Make well-informed career choices.
- Understand and apply a career planning process
- Complete a logical sequence of core academic and appropriate vocational courses
- Perform relevant work-based learning experiences.
- Apply leadership and workplace readiness skills.
- Exit the Career Pathways System prepared for further education and employment
II. CORE ACADEMIC COURSES AND COMPETENCIES

A logical sequence of relevant courses, both academic and vocational, is needed for the Career Pathway System. High schools, community college and other higher education course offerings are being considered as the Career Pathways and content continue to develop.

Academic courses recommended in the Career Pathway and content meet high schools and/or community college entrance requirements.

In the Education & Training Pathway System, students must be able to read and comprehend materials from a variety of sources such as journals, magazines and academic tests. Students should be able to present their ideas in clear and concise language. They should also be able to communicate clearly in English and support their viewpoints orally.

Math skills include adding, subtracting, multiplying, dividing, fractions, percentages, measurements and calculation of interest. Students should be able to utilize computers and be proficient in the use of word processing.

Students should have an understanding of human behaviors and cultures. Special studies in the areas of Psychology, History, Geography, Sociology and Anthropology will be helpful. Students preparing for careers in some service jobs would benefit from taking additional foreign language classes.

In developing a logical sequence of relevant academic and vocational courses for the system content, all courses contained in the high schools, community college and other higher education course offerings should be considered. The ASCC credits that are related to the Pathways are listed in the last section of this document. The American Samoa High Schools graduation requirements are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Samoan Studies</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
</tbody>
</table>

The following listing of courses may serve as a guide for the Pathways Committee in deciding which courses to offer within the system.

*Recommended Electives

*Note: Courses subject to change as system develops

Personal Qualifications
People who are successful in Education & Training occupations possess some of the following traits:

- Enjoy helping people
- Work well in groups or teams
- Value the ability to make a difference with their work
- Possess good speaking and presentation skills
The academic courses also support industries need for skills and competencies. The Core of all American Samoa’s High School Career Contents is comprised of Foundation Skills and Competencies taken from SCANS (Secretary’s Commission on Achieving Necessary Skills) which identified the necessary skills all workers need to possess regardless of their career choice. These skills and competencies are:

**FOUNDATION SKILLS**
- *Basic Skills* – reading, writing, performing arithmetic and mathematical operations, listening and speaking
- *Thinking Skills* – thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, reasoning; and
- *Personal Qualities* – displaying responsibility, self-esteem, sociability, self-management, integrity and honesty.

In addition to the Foundation Skills listed above, the SCANS Core Competencies will be incorporated into the content courses guides. There are five SCANS competencies that comprise the core competencies all students within the American Samoa Instructional Pathways must acquire during their progress through the high schools’ Career Pathway curriculum. They are as follows:

**CORE COMPETENCIES**
- *Planning Skills* - Allocating financial, temporal, spatial, and human resources; preparing a budget, schedule, space layout, and staffing plan.
- *Technology Skills* - Using, choosing, and maintaining equipment.
- *Interpersonal Skills* - Working with others, negotiating, teaching, working with diversity.
- *System Skills* - Understanding, monitoring, improving, and designing systems of all kinds. This most complex and important of the competencies is the most difficult to define. Most basically, workers need to work with processes that operate over time. The process can be farming, health care, constructing or installing. One can understand systems built by others or by nature. Systems will be biological, physical, social, or economic in nature. At a higher level, one can design or build a system and find a larger system to improve it as experience is gained and reflected upon.

The Education & Training Pathway and the content must integrate these core competencies within the curriculum. Each student will experience these skills within the two-year Career Content curriculum. All students completing the system will be required to meet the Core Foundation Skill Standards and the Core Competencies. Those students wishing to be certified must also pass the Certification tests for entry level employment.
III. INTEGRATED CORE CURRICULUM DEVELOPMENT

Workforce or skill standards, academic standards, and general employability standards provide the basis for a truly integrated curriculum framework. Therefore, it is recommended that foundation skills be integrated into projects designed to link work and education in a meaningful and systematic approach. One of the goals of any curriculum reform process must be that students learn to apply academic skills to their occupational choice. By integrating academic and vocational education, as well as employability skills, in a curriculum framework, a more solid academic foundation can be made available to students.

The greater flexibility created from clustering vocational delivery system into career pathways, can provide opportunities for more relevant academic curriculum based on the interests of academic teachers, vocational teachers, and the business and industries represented in each pathway.

In the process of developing the vocational course curriculum, committees of teachers both academic and vocational will need to work cooperatively to identify a range of occupations in each vocational course. They will also collaboratively identify the knowledge and skills that apply to the occupations in each course and meet with business and industry to verify or change the identified knowledge and skills.

They must then develop an effective course syllabus for each vocational course containing, but not limited to, the following components:

- course title
- description
- prerequisite courses
- amount of credit for the course
- the performance objectives
- course outline
- materials and equipment
- texts and references
- methods of instruction
- methods of evaluation
- student skills profile
- certification exams

The next step is to provide inservice training for the instructors on the new course guides and methods to implement these new requirements. This is critical in order to be able to successfully teach the knowledge and skills related to several occupational contexts. It may be necessary to restructure the environment, reschedule classes, and learn to teach in new ways that integrate academics and vocational skills in a setting that makes the subject meaningful.
IV. STANDARDS, TESTS & CERTIFICATION

CURRICULUM STANDARDS BY CERTIFICATION TEST AREA

This section of the report provides teachers and students with the list of curriculum and student learning standards by job title. The standards represent specific knowledge and skills that must be mastered if the student is to be employable in that job title. The certification test aligned to these standards will be the measure that is used to evaluate both the student’s level of mastery and instructional quality of the school.

Certification tests to measure these standards are developed by the National Occupational Competency Testing Institute (NOCTI) and others and are for use in American Samoa schools.

Common Core Summary
Students are exposed to, and learn, the skills, concepts, attitudes, and understandings that are essential for work in the industry followed by a second core relating specifically to American Samoa. After a student completes the core, he/she could be employable in various entry-level job areas or trainees. Next the student would progress to one of the four job specialty areas.

V. WORK-BASED LEARNING OPTIONS

One of the most critical components of a Career Pathway System, making it a unique approach to relevant, integrated education, is work-based learning. This is applied learning taken outside the classroom walls. For many students, this is the crucial element of the Career Pathway experience. Here is the application of all they have learned and is actually a component of their educational experience.

Connection of School with Community and the World of Work
To prepare students for the workplace and future careers, activities must occur at the school site and the work site that complement each other and extend the learning environment outside of the school building. Employers, community members, and parents must become partners with teachers in this effort.

Mentoring in the 11th grade, internships in the 12th grade as well as volunteering/community service opportunities and some school-based enterprises are being developed to continue to cultivate students’ career plans and to provide increasingly more complex work-based experiences for students. The following diagram illustrates some of the activities that may occur which connect what is learned at school with what is needed in the workplace.
The following is an example of how some high schools are structuring their curriculum to allow for both school and work-based experiences to occur simultaneously with each supportive of the other. There are different ways to structure the school day and the delivery of instruction to connect ‘learning to know with learning to do’. Each high school and community needs to work together to find a system that fits the interests and needs of the students, assuring that ALL students are given the opportunity to participate not just those in vocational programs.

**School-Based**

- Integrated, relevant classes
- Career options explored
- Academic subjects relate to the world of work which allow students to see connections to future careers
- In-school Enterprises
- Career Contents

**Work-Based**

- Meaningful work experiences that relate back to what is learned in school
- Mentoring, job shadowing, guest speakers, field trips, advisory councils
- Apprenticeships
- Internships

**Activities**
The Work-based Learning Component for the Pathway System: An Example

(The following is one example of how work-based learning is being implemented in one Pacific island.)

Career exploration and experiences in work-based learning begin in 9th grade in Career Development I. Students are introduced to career interests and explore each Career Content area. Students rotate approximately every 7 weeks through the four Career Pathway orientations (Business Information, Health and Human Resources, Education & Training, and/or Industrial/Engineering and Natural Resources).

9th grade students are also provided instruction in completing job applications, how to conduct oneself during a job interview, letters of application and developing resumes. Students also are introduced to proper processes for securing and changing employment. During the course of Career Development I class, students are given instruction on labor laws, termination processes and entrepreneurial skills. Opportunities in non-traditional jobs are explored and discussed along with the relationship of work, family, society and leisure. Guest speakers from the Chamber of Commerce and other businesses are utilized to assist in teaching these skills and concepts. Employers are first engaged through these classroom activities and through job shadowing to hopefully build future relationships between the students who have an interest in Business Information and the local employers.

In addition, students in the course develop a career pathway plan, set goals, and begin to develop the Career Portfolio for use during high schools.

Students are provided instruction in the workplace through guest speakers, field trips to businesses, teacher lectures and hands-on activities specific to each Career Pathway program during the rotations.

Students also are provided an opportunity to use the ERISS computerized career information delivery system to identify sources of employment, salaries, education levels and other vital information concerning career areas within each Career Pathway and related content.

In the Career Development II course, students explore 15 different career clusters. In this course particular attention is given to human relation skills in the context of career development. Each student develops a career plan to assist them in making career choices. A technology component is included to provide students the opportunity for hands-on integrated technology applications useful in the workplace. Students will be expected to apply these technology skills to the various career systems.

Interest inventories such as the Career Game and the Group Interest Sort are used to investigate career interests before the students select an area in which to job shadow for a day. It is recommended that the Career Pathway students experience more than one day of job shadowing.

In many schools with a block schedule, a course called Career Practicum has been implemented. In this structure, the students are in a classroom with the teacher two days per week and on a work-site observing three days per week. The class continues for one semester. The students are given a structure set of assignments that can only be completed by working with a sponsor or mentor at the work site. The students journal their experiences each day and must identify other issues in the workplace such as safety, continued education, salary and benefits, impact of the economy on the
business, inventory, accounting and other components that may be unique to the industry. The days in
the classroom are spent in investigating the career cluster and occupations within the cluster as well as
making presentations and reports concerning their work experience. This option provides the student
with a more complex experience to offer more information as students are making decisions about
entering a selected Career Pathway. In the Career Practicum students are encouraged to engage in
diverse experiences so that a compare and contrast method of data analysis can take place as part of the
decision-making process to enter a Career Pathway System or select an occupational focus.

At the end of the year, students will rotate through each of the Career Pathway areas and visit
vocational departments at the community college. Students are expected to make a pathway choice by
the end of their sophomore year.

VI. GUIDANCE AND COUNSELING

The Guidance and Counseling program is a comprehensive K-12 program that is based on
competencies. These competencies for Grades 9-12 are:

AREA I--Career Planning and Exploration
Category A—Planning and Developing Careers
Category C—Understanding How Being Male or Female Relates to Jobs and Careers
Category D—Making Decisions About College
Category L—Planning High School Classes
Category N—Learning How to Use Leisure Time

AREA II—Knowledge of Self and Others
Category B—Understanding and Accepting Self
Category F—Making Decisions
Category H—Understanding and Getting Along With Others
Category K—Knowing How Alcohol and Other Drugs Affect Me and My Friends
Category P—Learning About Marriage and Family Responsibilities
Category Q—Understanding and Appreciation for Cultural Values and Traditions

AREA III—Educational and Occupational Exploration
Category J—Improving Basic Skills and Study Learning Skills
Category M—Learning From Friends and Others Who Have Graduated
Category D—Vocational Selection and Training
Category E—Preparation for Finding Jobs
Category I—Finding Jobs
Category F—Making Decisions

The competencies are taught through increasingly more complex activities throughout the learning
process.

In 9th grade students are provided activities which teach the competencies through the Career
Investigation course. The Career Investigation course provides opportunities for students to work on
an Individual Career Planner and develop a Career Portfolio. The students take a number of career
assessments to determine interests and to assess life experiences that provide them with glimpses into
possible future life work. It is within the Career Investigation course that students will first be able to rotate through a 7-week introduction to each of the Career Pathways for exploration.

As students develop their educational plan to meet their own individual career goals, a conversation among parents, counselors, and teachers should be taking place to assure students have access to many sources of advice and information. Parents meet with the school and students to help develop the plan. The career plan is periodically reviewed and revised to make the needed adjustments to accommodate the student’s goals as they change and grow. Student advisement is considered the job of everyone in the school setting not just counselors or career development teachers. Parental involvement is very important - they hold the most powerful position to convince students of the importance of education.

VII. CAREER PATHWAY ADVISORY COMMITTEE

Each Career Pathway is to have an Advisory Committee in place. The Advisory Committee’s role is to provide input into the structure of the Career Pathway and content of the curriculum and business connections.

The Steering/Advisory Committee is an adjunct, voluntary group of community members who are qualified in a specific area or areas. The committee is formed annually. The committee is strictly advisory in capacity and had no administrative or legislative authority.

This committee also consists of individuals involved in Career Pathway System operations including Department and school administrators, coordinating/lead teachers, and counselors. The committee reviews policies and procedures and makes recommendations to ensure the Career Pathway program meets both educational and career goals. Business and Industry representatives should be individuals who are able to obtain the needed support (e.g. job shadowing, summer work experience jobs, mentors, equipment) to make the program a success. The committee should be large enough that a different task force can be formed to work on particular issues or solve specific problems without overburdening individuals (e.g. task force for curriculum development, job development, and recruitment of mentors and other volunteers, student support services, public relations).

VIII. BUSINESS AND INDUSTRY INVOLVEMENT

In developing the Education & Training Career Pathway System and content, the business partners will be representative of the education related presence in the community. They will partner in all aspects of the development and progress, especially the relevancy of the curriculum. They may in the future provide equipment and materials. Currently the business partners are providing guest speakers for the Career Investigation courses and are hosting field trips. They are providing a work site for job shadowing.

Business and education partners have and will continue to work toward consensus in developing and affirming the curriculum within the education Career Pathway at the high school level. The standards and certification requirements were developed through consultation with business partners.
IX. ARTICULATION AND TECH PREP

The purpose of the articulation component of Tech Prep is to provide linkages among the high schools in American Samoa and American Samoa Community College (ASCC) which assist all students in making a smooth transition from one level to another.

Articulation focuses on creating a smooth transition from the secondary school to a post-secondary setting or the work force. It also facilitates lateral transfer of students between high schools. This component involves identification of articulation linkage points, establishment of teams to link secondary and post-secondary component of the Tech Prep program, and the creation of sequential courses of study for all students.

The development of the Vocational Course Guides is the first step in articulating high school and community college curriculum. The Memorandum of Understanding (MOU) has been signed signifying the intent to articulate vocational high school courses with correlating technical community college courses. It is the intent for high school vocational students mastering the competencies and standards equal to those in certain courses at the community college through testing, portfolios or competency certificates to be awarded credit upon successful admission and performance at the community college. In this way, the standards for high school vocational programs will be improved, students will be rewarded for their work and students will have an improved method for transitioning from high school, to community college, to work. The outcome will be:

- coordination of instructional content between secondary and postsecondary courses and among high school courses
- sequential courses of high school study which better prepare student for postsecondary programs or employment after high school
- dual enrollment in vocational/technical and academic courses

X. COMMUNITY COLLEGE CONNECTIONS

American Samoa Community College (ASCC) was founded in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. As a Land Grant Institution, the American Samoa Community College provides two-year transferable programs in general education, vocational-technical training as well as programs in Samoan and Pacific Studies, Adult Education and literacy.

ASCC is granted full accreditation by the Western Association of Schools and Colleges and the Accrediting Commission of Community and Junior Colleges.

Connections will be built from American Samoa High schools to ASCC through vertical integration of the academic courses as the Pathway System is developed. Other pathways will be aligned with the 2 year program on teacher preparation already in place at ASCC.

ENTRANCE REQUIREMENTS

Admission is open to all that can profit from instruction at ASCC provided they meet the following conditions:

- The student is a legal resident of American Samoa.
• The student is a high school graduate, General Education Diploma recipient, bears an U.S. Military Form 214 or is at least 18 ears of age.
• The student is admitted under the special admission policy for high school seniors.

DEGREES AND CERTIFICATES
ASCC offers the Associate of Science Degree (AS) and the Associate of Arts Degree (AA) and Certificates of Proficiency.

➢ The Associate of Science (AS) degree is awarded to students successfully completing a program of occupational, technical, professional and general education courses. The purpose of the Associate of Science degree program is to prepare students for employment and/or to continue education in their prospective field of interest. Students graduating with an Associate of Science degree must meet the following requirements:
  1. Complete general graduation requirements.
  2. Complete general education requirements.
  3. Complete program requirements.
  4. Meet the residency requirements of 15 credits toward program be completed at ASCC.
A minimum of 60 credit hours is required for the Associate of Science degree.

➢ The Associate of Arts (AA) degree provides developing and understanding in the content and methodology of the major genres of study, awareness of the traditional cultural aspects of Samoa and the Pacific region and preparation for students planning on continuing their studies by transferring to a four-year college or university. Students graduating with an Associate of Arts degree must meet the following requirements:
  1. Complete general graduation requirements.
  2. Complete general education requirements.
  3. Complete program requirements.
  4. Meet residency requirements of 15 credits toward program be completed at ASCC.
A minimum of 60 credit hours is required for the Associate of Arts degree.

➢ The Certificate of Proficiency is offered by a number of programs of study and is intended for the student seeking immediate employment, or students currently working and are seeking a career upgrade. The general education requirements are comprised of one English and one Math course specified by the selected program of study. The remaining course requirements are specified by individual Certificate programs.
A minimum of 30 credit hours is required for a Certificate of Proficiency.

EMPLOYMENT OUTLOOK

There will always be a need for education and training specialty workers. The range of careers that high school graduates may pursue is many and varied. Many of these, however, require further training at a two-year, four-year or graduate institution. Employers will be looking for employees who are responsible, reliable, who are genuinely dedicated to help people, and are able to relate to colleagues and visitors.
Characteristics of Successful Students

Students with the most likelihood of having a fulfilling and successful career in the Education & Training area should like:
✓ Working with people
✓ Working with processes and techniques
✓ Helping people

Students in the program should be able to:
✓ Communicate effectively
✓ Work effectively with others
✓ Evaluate information based on personal judgement or measurable standards
✓ Perform a variety of duties that may change frequently
✓ Use logical, step-by-step procedures in their work

SUMMARY

The Pathway combines high-level academics and career skills with a real-life context for learning that maximizes students’ present and future academic and career success.

Career content instruction strengthens—
➢ Vocational and academic integration and teamwork among teachers and students
➢ Partnerships between education, the family, community and business and industry
➢ Acquisition of career goals and skills for both additional education and the workplace

Everyone benefits:
➢ Students are more motivated, learn more, are able to apply what they learn and feel connected to the world around them
➢ Parents become part of the process as a contributing member of the team that helps their students make good career choices based on academic and field experiences
➢ Teachers learn new teaching strategies and work collaboratively developing curriculum and projects with employers, parents and other colleagues
➢ Employers become contributors to the curriculum, provide meaningful work experiences related to that curriculum, and will be able to reap the benefits of an improved work force of the future.
CAREER PATHWAY

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